

GUIDED READERS

LEXILE
3rd

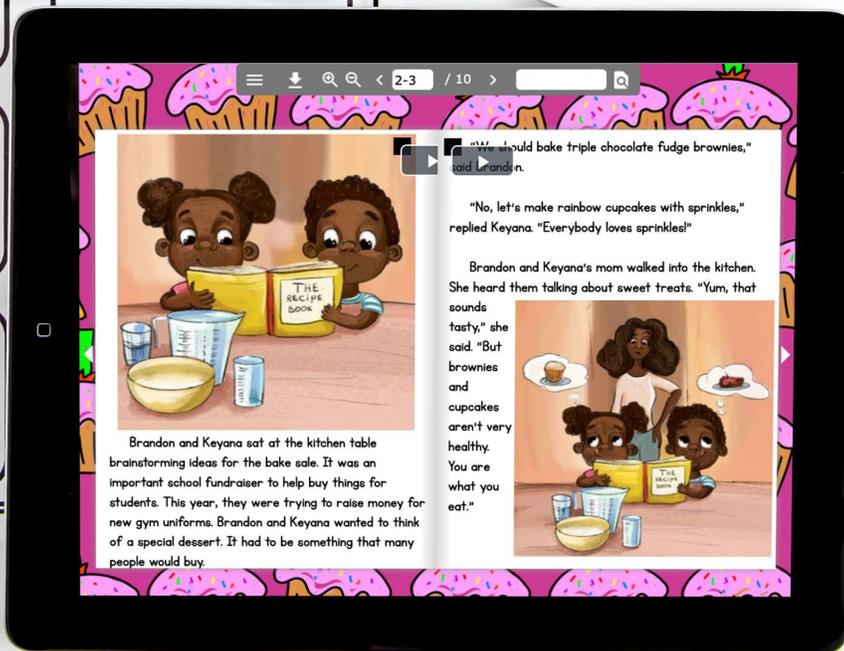
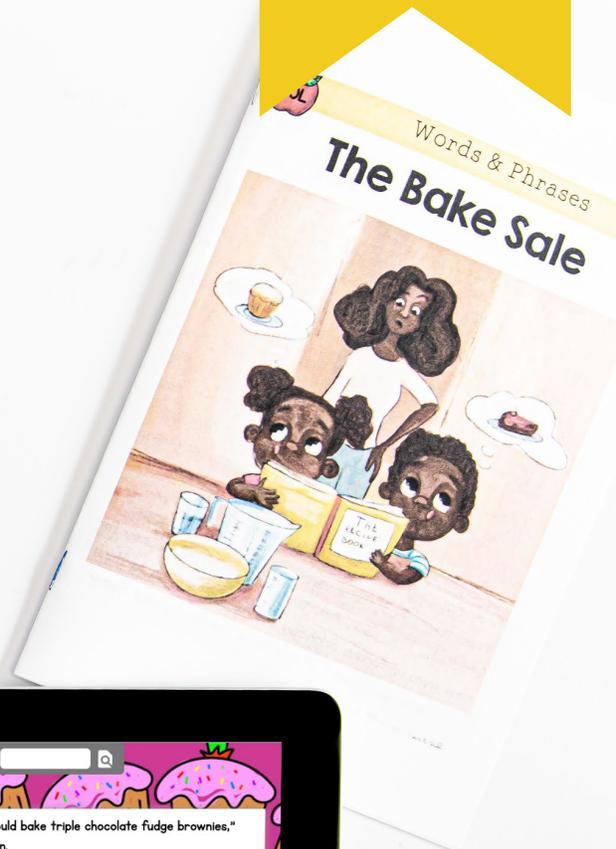
Grade

Words & Phrases _____ Name: _____ Date: _____

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Figurative Language

Figurative Language	Meaning



Figurative Language



Brandon and Keyana sat at the kitchen table brainstorming ideas for the bake sale. It was an important school fundraiser to help buy things for students. This year, they were trying to raise money for new gym uniforms. Brandon and Keyana wanted to think of a special dessert. It had to be something that many people would buy.

"We should bake triple chocolate fudge brownies," said Brandon.

"No, let's make rainbow cupcakes with sprinkles," replied Keyana. "Everybody loves sprinkles!"

Brandon and Keyana's mom walked into the kitchen. She heard them talking about sweet treats. "Yum, that

sounds tasty," she said. "But brownies and cupcakes aren't very healthy. You are what you eat."



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Words & Phrases

The Bake Sale



2012

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ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."





Overview of How to Teach Guided Reading

Gone are the days of Round Robin reading. Research shows the best way to conduct guided reading is by assigning small chunks of text for students to read silently, with you by their side for guidance.

What the Teacher does:

- Introduces the text
- Models effective pre-, during, and post-reading
- Teaches vocabulary, both through preteaching and context clues
- Assigns small chunks of reading to students (while they sit with their small group)
- Listens to students read aloud one at a time to the teacher to guide student fluency and engagement
- Asks comprehension questions
- Guides retellings
- Guides activities for a focus skill

What the Students Do:

- Engage in discussions with the teacher and groupmates
- Practice reading small chunks of text silently and aloud to the teacher
- Answer questions (typically orally)
- Practice key skills independently
- Practice rereading to improve fluency and comprehension

How to Use the Small Group Lesson Plan

Each week focuses on one book. The main focus of guided reading should be general reading comprehension. Each lesson is designed to last approximately 15 minutes.

- Mondays: Prereading activities
- Tuesdays-Wednesdays: Reading the text in chunks.
- Thursdays: Rereading and retelling
- Fridays: Assessment and skill focus

Notes Section: This is designed so you can jot observational notes about a specific student's progress right on the lesson plan.

Running Record Form: Each week, conduct a running record for each student. This will help ensure students are grouped properly and track student fluency.



READING SMALL GROUP PLANS

Week of: _____

Students:

Focus Skill:

Standard:

Book:

MON.

Pre-Reading

Build Schema: What do you think this story is about? What helped you make this prediction?

Example: I think this story is about some kids going to a bake sale. I know this because the cover has kids in the picture and the title says bake sale.

- Picture Walk
- Oral Predictions
- Review vocabulary in glossary. As you review each word, have students find the words on the page.

NOTES:

TUES.

During Reading

Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. Who are the main characters? (Brandon and Keyana)
2. What do we know about them? (They are baking something for the bake sale to raise money for their school to get new gym uniforms.)
3. What is the problem in the story? (They cannot decide what to bake. Brandon wants to bake brownies and Keyana wants to bake cupcakes.)

Students read page 4 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What does mom suggest that they bake? What do they think? (She says they should make zucchini bread. They think it won't taste good.)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, Brandon and Keyana can't decide what to bake for the bake sale. Their mom says they should make something healthy. Mom says to try zucchini bread. They think it sounds gross because it has vegetables.)

NOTES:



The Bake Sale

Brandon and Keyana sat at the kitchen table **brainstorming** ideas for the bake sale. It was an **important school fundraiser** to help buy things for students. This year, they were trying to raise money for new gym uniforms. Brandon and Keyana wanted to think of a special dessert. It had to be something that many people would buy.

“We should bake triple chocolate fudge brownies,” said Brandon.

“No, let’s make rainbow cupcakes with sprinkles,” replied Keyana. “Everybody loves sprinkles!”

Brandon and Keyana’s mom walked into the kitchen. She heard them talking about sweet treats. “Yum, that sounds tasty,” she said. “But brownies and cupcakes aren’t very healthy. You are what you eat.”

“How about a fruit salad?” said Keyana. “Fruits and vegetables are healthy.”

“It’s a bake sale,” Brandon scoffed. “You can’t bake fruit and vegetables.”

“I have the best recipe for **zucchini bread!**” said Mom. “Your grandpa used to bake it for holidays.”

FLUENCY SCORE

	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



The Bake Sale

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"How about a fruit salad?" said Keyana. "Fruits and vegetables are healthy."

"It's a *bake sale*," Brandon scoffed. "You can't bake fruit and vegetables."

"I have the best recipe for **zucchini bread**!" said Mom. "Your grandpa used to bake it for holidays."

"Yuck!" exclaimed Keyana. "No one will want to buy that."

"Everyone else will sell cookies and cakes," Brandon said. "Our dessert will stick out like a sore thumb."

"Let's just give it a shot," said Mom. "I think you'll be **pleasantly** surprised."

Mom found grandpa's old zucchini bread recipe. She read the recipe aloud. "We need zucchini, eggs, flour, and sugar. We'll need vanilla and baking soda too. There's just one secret ingredient left: applesauce!"

“I love applesauce!” shouted Keyana.

“It’s a special touch. Applesauce will make the bread even better,” said Mom.

Mom, Keyana, and Brandon started mixing the ingredients. They put the dough in the oven and watched the bread rise as it baked. After it was cool and ready to eat, Mom cut a few slices. She said, “Now it’s time for a taste test.” Brandon and Keyana were a bit **uncertain**.

“I’m not too sure about this,” said Brandon. “What if it tastes weird?”

“Just try it,” said Mom with a smile. She was enjoying a slice of her own.

Brandon and Keyana tasted the bread. They were shocked at how delicious it was!

“Wow!” said Keyana. “It’s moist, fluffy, and crunchy.”

“It’s not too sweet, but it still tastes great!” said Brandon.

“And it’s healthy!” said Mom.

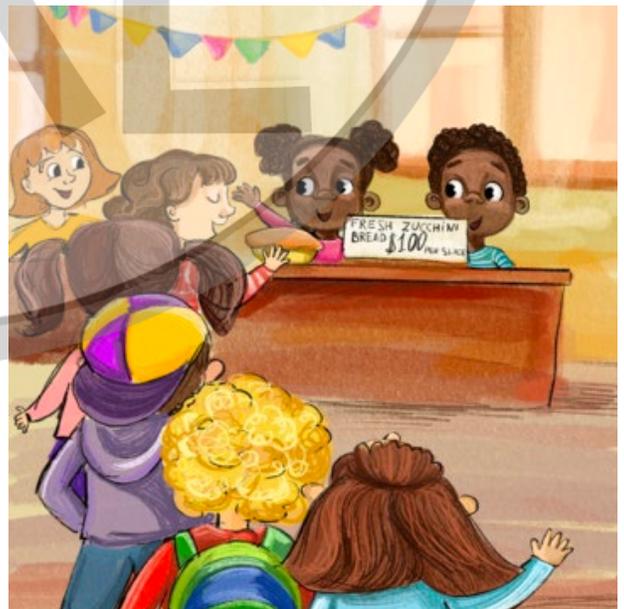
The next day, they made three more **batches** of zucchini bread. They took the bread to the bake sale.

“I sure hope everyone likes it,” said Brandon.

“Let’s keep our finger crossed,” replied Keyana.

Brandon and Keyana set up their table. They arranged slices of bread on festive plates. They hung a bright yellow sign on the table. It read: FRESH ZUCCHINI BREAD. \$1.00 PER SLICE. Many people came up to Brandon and Keyana’s table. They were eager to try zucchini bread. It was something different. Everyone else had cookies, cakes, and brownies.

Mom nodded at Brandon and Keyana. She said, “Sometimes you have to think outside of the box.”



Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. What can you do if you find an unfamiliar word in a text? Explain how you can find the meaning.

2. Context clues can help you learn the meaning of a word. Choose a word from the text. Explain how other words/phrases reveal its meaning.

Word: _____

Explanation: _____

3. Some words are used to mean exactly what they say. This is called literal language. Choose a phrase from the text. Explain its literal meaning.

Phrase: _____

Literal meaning: _____

4. Some words are used to express something other than their true meaning. This is called nonliteral language. Choose a phrase from the text. Explain what it really means.

Phrase: _____

Meaning: _____

5. A simile is a type of nonliteral language. It compares two things with the words *like* or *as*. Find a simile in the text. What does it really mean?

Simile: _____

Meaning: _____

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Figurative Language

Figurative Language

Meaning

[Empty box for figurative language]

[Empty box for meaning]

[Empty box for figurative language]

[Empty box for meaning]

[Empty box for figurative language]

[Empty box for meaning]



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